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possible to find the reasons therefor. To find these reasons is to discover the principles of composition. Without these principles, inspiration is likely to lose much of its force in inefficient forms of expression.

Mr. Grabo in his book, *The Art of the Short Story*, takes this second point of view. He analyzes many stories to determine certain fundamental principles of story-structure and, for the sake of clearness, to classify them. The principles which he brings out are fundamentally true of all stories, long and short, but for convenience of illustration the short story has been chiefly emphasized. Its structural principles are the same in the main as those of long stories and, in part, of the drama. The book attempts to get at the actual creative process, to define the nature of a story-idea, to trace the steps which lead to its realization, and the difficulties which attend its progress. Each point is concretely illustrated.

A book on technique cannot supply to a student creative ideas or imagination, and should make no such attempt. It should, however, accomplish two things: It should enhance the pleasure of story-reading by bringing out the structural difficulties overcome by the writer, and it should develop in the student a knowledge of technique which will guide him through certain initial difficulties in his own experimental work and aid him in determining defects in what he has done and the remedy for them. The principles absorbed by analysis and precept may in time become almost instinctive in their application to creative work.

Mr. Grabo has kept clearly in mind these facts regarding the nature of his subject and has developed its possibilities while respecting its limitations. The result is an admirable textbook for the general student of literature and for the young writer.

WALTER SARGENT

The Psychology of Education. By J. WELTON. London: Macmillan, 1911. Pp. xxi+507.

The Outlines of Educational Psychology. By WILLIAM HENRY PYLE. Baltimore: Warwick & York, 1911. Pp. viii+254. \$1.25.

An Introduction to Psychology, More Especially for Teachers. By T. LOVEDAY and J. A. GREEN. Oxford: Clarendon Press, 1912. Pp. 272.

Human Behavior, A First Book in Psychology for Teachers. By STEPHEN SHELDON COLVIN and WILLIAM CHANDLER BAGLEY. New York: Macmillan, 1913. Pp. xvi+336. \$1.00.

The question what sort of psychology is the most useful to students of education is the subject of much debate and difference of opinion. The textbooks before us are of interest for the light which they throw upon the views of

their authors upon this question. The answer of all is in general much the same. The books may all be said to be chiefly the adaptation or application of the general laws of psychology to education. The framework of the books is a more or less conventional exposition of the facts and principles of psychology with more or less frequent digressions to indicate how these facts and principles determine the best method of procedure in teaching or learning. The chief difference between the four books lies in the different degrees of conventionality of their treatment and in the selection of topics. A brief survey of each book will serve to bring out its individual characteristics.

Welton's *Psychology of Education* departs most from the usual terminology and arrangement of topics of the ordinary work on psychology. He has thoroughly reworked the material of psychology so that it is presented in the garb of untechnical language. The order of topics, moreover, is determined to some extent by the nature and demands of education rather than by the demands of a logical exposition of the facts and principles of psychology. A list of the main chapter headings will make this clear. After two introductory chapters there is a chapter on "Bodily Endowment," which treats of the relations of bodily conditions to mental work and of the importance of the one for the other. The next chapter, "General Mental Endowment," is chiefly a description of the human instincts, and is followed by a chapter on individual variations. The next chapter, which has the misleading title "The Nature of Experience," treats chiefly of suggestion, imitation, and of the formation of habits. A long chapter on interests and their development leads up to one on attention, by which the author means exclusively attention which is deliberately or voluntarily directed. This is a rather stimulating discussion. Under the heading "Learning by Direct Experience" are treated recognition, perception, conception, and memory, and under "Learning by Communicated Experience," the acquirement and communication of knowledge through oral and written language, pictures, etc. Memorizing is here treated briefly. Three remaining chapters deal with critical thought, ideals, and character.

It must be admitted that the dry bones of psychology are covered with attractive flesh in the form of practical illustration and literary allusion, but they do not seem to be very well articulated. The student would not have left in his mind after reading the book any well-organized outline of psychological facts or principles. He would have instead a collection of deductions from psychological principles to educational procedure. Perhaps the most striking feature about the book, however, is a negative one. It ignores almost entirely the body of facts which have recently been gathered by means of experiments in educational psychology. Experiment on memory, practice, and formal discipline, among others, and upon reading, writing, numbers, etc., have given results which should be taken into account by any book on the psychology of education.

Pyle's *Outlines of Educational Psychology* is a brief treatment chiefly of instinct and habit, with chapters on memory and fatigue. This selection of topics is evidently not accidental but is based on the author's belief that these forms of activity constitute the chief aspects of mental life. On pp. 38 and 39 he says: "Man is a creature of instinct and habit. It is true he is also a creature of reason, but how much there is of instinct and how little of reason. What is not instinct is, in large measure, habit"; and on p. 133: "The utmost that education can hope to do is to keep the individual plastic until the highest possible forms of responses for the various situations of life can be acquired and fixed. But it is nonsense to talk about keeping the individual permanently plastic: permanently *set* he will and must." No nonsense then about training the ability to think. An automatic machine with the proper connections between the buttons and levers is the best we can hope for. Even the habits are entirely specific, for "there is no such thing as the transfer of training" (p. 158), though on the next page we are somewhat thrown into doubt when we read that "a study of mathematics will form the habit of looking for the quantitative aspect of things. The study of natural and physical science will develop the habit of looking for the causal aspect of things. Since all must at least have something to do with both aspects of the world, all should study mathematics as well as science." If this is not transfer of training it is the "purtiest imitation" one could wish to see, and if the mathematical and scientific attitudes of mind are of such importance it would seem that some description of them would be appropriate in an educational psychology. The book is sketchy, dogmatic, and one-sided.

Loveday and Green's *Introduction to Psychology* contains a brief and readable exposition of the topics which are usually included in a textbook on psychology, with the addition of a chapter on infancy, and treats them in the usual order. The terminology and manner of treatment are untechnical, however, and adapted to the understanding of the relatively immature student. Frequent references are made to the mental development of the child and to the application of psychological principles to teaching. The newer experimental results are drawn upon only sparingly. As a brief, readable, introductory text on psychology with some application to education the book possesses merit, but it is little touched by the newer movement in educational psychology.

Colvin and Bagley's *Human Behavior* gives the most systematic and complete account of the facts and principles of psychology of any of the books before us. It is a brief introductory text on psychology written from the functional standpoint—that is, the standpoint of behavior—and with frequent applications to education. It is apparently written for normal schools or other institutions in which general psychology is taught to students of education. Every device is therefore used to make the discussion simple and easy of comprehension. Some of the material which has been accumulated by experimental work bear-

ing on educational psychology so far as it touches general problems has been drawn upon. The material is not approached, however, from the standpoint of educational problems or demands, but from the standpoint of psychological analysis. A few topics, such as instinct and memory, are emphasized somewhat more than in the ordinary text in psychology, but they appear in their usual setting and the difference in emphasis is not great. The book may serve to meet a present demand but blazes no new path.

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